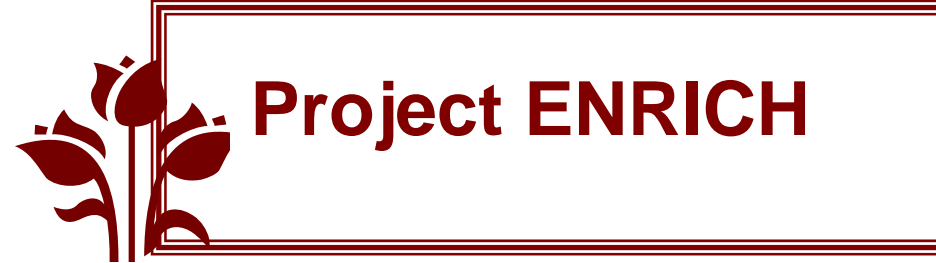




south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.



Work Plan Revised 2005-2006

Strategy: Provide leadership and guidance in the implementation of a comprehensive regional system of personnel development and extensive teacher training through the development of a systemic infrastructure designed through collaboration of the Project Management Team and Region Leadership Teams.

Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004 Indicators	2005 Indicators	2006 Indicators	2007 Indicators	2008 Indicators
D	Ensure that an organizational infrastructure is in place to provide guidance to regions. Ensure region coordinators are aware of professional development initiatives and data.	Department of Education Regions School Districts within Regions	Department of Education	1. Select Project Director, form Project Management Team, and define roles and responsibilities. 2. Develop PMT Work Plan. 3. Collect and review quarterly and annual reports from regions. 4. Disseminate up-to-date major professional development initiatives and data.	2003-ongoing	<ul style="list-style-type: none">▪ Chronology of events▪ Agendas and minutes▪ Interviews with Management Team and Region Directors▪ Website information▪ Work Plans	Organizational infrastructure is in place. Collection and analysis of data on-going. PD initiatives and pertinent information is disseminated.	On-going ESAS 1, 2 and 4 directors and/or coordinators attended PMT sponsored Orientation Event; Approved ESA 1-7 work plans	On-going	On-going	On-going
Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004 Indicators	2005 Indicators	2006 Indicators	2007 Indicators	2008 Indicators

D	Ensure a variety of perspectives are brought to bear in the planning and coordination of the CSPD, as evidenced by the distribution and requirements contained within competitive RFPs for regional grants.	School Districts Region Leadership Teams Regions submitting RFPs	Project Management Team CSPD Coordinator/ Project Management Team/ Evaluator	1. Competitive RFPs will be distributed according to state policy requiring a competitive process if more than a single source is available. 1. Evaluate rfps and award grants to regions.	October 2003-ongoing December 2003-ongoing	<ul style="list-style-type: none"> ▪ Chronology of events ▪ Agendas and minutes ▪ Interviews with Management Team and Region Directors ▪ Website information 	RFPs received RFPs awarded to Regions 7, 6, 5, and 3 who serve as models for future regions	RFPs received RFPs awarded to ESAs 1, 2 and 4	SIG Project activities continued across the state with collaborative evaluation	SIG Project activities continued across the state with collaborative evaluation	SIG Project activities continued across the state with collaborative evaluation
D	Ensure the needs of students with disabilities across the state are properly assessed results and distributed. Ensure adequate work plans are developed to accommodate the needs of students with disabilities specific to the needs of each region.	Regions 7, 6, 5 and 3 and individual school districts	CSPD Coordinator/ Project Management Team/ Evaluator	1. Administer, disaggregate and analyze Educator and Para Educator Needs Assessment on-line. 2. Post needs assessment data on-line. 3. Approve region work plans.	December 2003-ongoing	<ul style="list-style-type: none"> ▪ Interviews with Management Team and Region Directors ▪ Website information ▪ Chronology of events 	Regions utilize needs assessment results to develop work plans	Regions utilize needs assessment results to develop and update work plans	Regions utilize needs assessment results to develop and update work plans	Regions utilize needs assessment results to develop and update work plans	Regions utilize needs assessment results to develop and update work plans
Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004 Indicators	2005 Indicators	2006 Indicators	2007 Indicators	2008 Indicators
D	Ensure the increased capacity of parents, advocacy groups, and educational agencies to	Region Leadership Teams	Project Management Team	1. Collaborate with regions for continuous recruitment of new stakeholders with various experiences to support	Ongoing	<ul style="list-style-type: none"> ▪ Chronology of events ▪ Agendas and minutes 	New stakeholders with various experiences	New stakeholders with various experiences	New stakeholders with various experiences	New stakeholders with various experiences	New stakeholders with various experiences

	promote school reform efforts and increased achievement for all students			logistical operation of the regions. 2. Monitor region activities through documentation. 3. Provide guidance, information and resources.		<ul style="list-style-type: none">Interviews with Management Team and Region DirectorsSurveys, interviews, and questionnaires by parents, advocacy groups and educational agenciesWebsite informationWork plansMOU or interagency agreements	to support logistical operation of the regions recruited. Capacity of parents, advocacy groups and educational agencies increased.	to support logistical operation of the regions recruited. Capacity of parents, advocacy groups and educational agencies increased.	to support logistical operation of the regions recruited. Capacity of parents, advocacy groups and educational agencies increased	to support logistical operation of the regions recruited. Capacity of parents, advocacy groups and educational agencies increased	to support logistical operation of the regions recruited. Capacity of parents, advocacy groups and educational agencies increased
B	Ensure the improvement of the existing state system of professional development and that it adequately reflects the needs of specific regions and schools	Region Leadership Teams	Project Management Team and Region Leadership Teams	1. Support collaboration of regions with Technical Assistance Teams funded under School Improvement. 2. Disseminate information in the areas of inclusive classroom strategies, positive behavior support, strategies for teaching students with disabilities and collaborative teaching. 3. Coordinate with members of the regions and partners in terms of capacity building and integration with pre-existing initiatives. 4. Support the improvement of professional development through reflection (Action Research Cycle).	October 2004-ongoing	<ul style="list-style-type: none">Chronology of eventsAgendas and minutesInterviews with Management Team and Region DirectorsSurveys, interviews, and questionnaires by administrators and teachersWebsite informationWork plans	Professional Development designed according to established guidelines, delivered in accordance with work plans. Collaboration exists with School Improvement Efforts and partners.	Professional Development designed according to established guidelines, delivered in accordance with work plans. Collaboration exists with School Improvement Efforts and partners.	Professional Development designed according to established guidelines, delivered in accordance with work plans. Collaboration exists with School Improvement Efforts and partners.	Professional Development designed according to established guidelines, delivered in accordance with work plans. Collaboration exists with School Improvement Efforts and partners.	Professional Development designed according to established guidelines, delivered in accordance with work plans. Collaboration exists with School Improvement Efforts and partners.
Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004 Indicators	2005 Indicators	2006 Indicators	2007 Indicators	2008 Indicators
E	Ensure sustained professional development will be available for birth	Region Leadership Teams, teachers and	Project Management Teams and Region	1. Collaborate with regions to provide opportunities and reflective time for synthesis and analysis of practices	October 2004-ongoing	<ul style="list-style-type: none">Professional development plansChronology of	Collaboration occurred for synthesis and analysis of	Collaboration occurred for synthesis and analysis of	Collaboration occurred for synthesis and analysis of	Collaboration occurred for synthesis and analysis of	Collaboration occurred for synthesis and analysis of

	through three and other early intervention providers in conjunction with other professional development activities proposed by the regions	administrators	Leadership Teams	2. learned. Monitor the professional development plans developed for early intervention providers, both private and public.		events <ul style="list-style-type: none">▪ Agendas and minutes▪ Interviews with Management Team and Region Directors▪ Surveys, interviews, and questionnaires by administrators and teachers▪ Website information▪ Work plans	practices learned. Professional development plans developed for both private and public providers	practices learned. Professional development plans developed and revised for both private and public providers	practices learned. Professional development plans developed and revised for both private and public providers	practices learned. Professional development plans developed and revised for both private and public providers	practices learned. Professional development plans developed and revised for both private and public providers
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Goal 2: Improve the learning opportunities and achievement of children with disabilities.

Strategy: Provide guidance and leadership to ensure that Regions implement improvement of instructional skills of educators and providers, coordinate and collaborate with state initiatives, and assist schools in the school improvement process enabling them to meet adequate yearly progress.											
Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004 Indicators	2005 Indicators	2006 Indicators	2007 Indicators	2008 Indicators
A	Ensure the improvement of instructional skills of teachers in South Dakota by providing training and technical assistance regarding research-based practices proven to improve results for diverse learners	Region Leadership Teams	Project Management Team	<ol style="list-style-type: none"> 1. Monitor training developed and used that supports research-based methods of instruction that transcend academic disciplines and are responsive to specific local needs. 2. Guarantee early intervention and other early childhood programs occur. 3. Provide opportunities and reflective time for synthesis and analysis of practices learned provided. 4. Guarantee training for paraprofessionals and parents held simultaneously. 	October 2004 and on-going	<ul style="list-style-type: none"> Professional development plans Chronology of events Interviews with Management Team and Region Directors PD surveys, interviews, and questionnaires by administrators and teachers Website information Work plans 	Training development that supports SRB methods and response to needs occurs. Coordination and collaboration occurs with early intervention programs. Training paras and parents occurs. Collaboration opportunities occur for Action Research.	On-going while employing the Action Research Cycle for continuous improvement with collaborative evaluation	On-going while employing the Action Research Cycle for continuous improvement with collaborative evaluation	On-going while employing the Action Research Cycle for continuous improvement with collaborative evaluation	On-going while employing the Action Research Cycle for continuous improvement with collaborative evaluation
C	Ensure targeted assistance is provided to the districts within each region	Region Leadership Teams	Project Management Team	<ol style="list-style-type: none"> 1. Monitor region efforts to offer professional development opportunities and training to schools not making adequate yearly progress. 2. Support coordination and collaboration with <i>Reading First</i>, <i>South Dakota Reads</i>, <i>Math Initiative</i>. 	October 2004 and on-going	<ul style="list-style-type: none"> Training materials Training schedule Professional development plans Chronology of events Interviews with Management Team and 	Schools show improvement toward adequate yearly progress	Schools show improvement toward adequate yearly progress	Schools make adequate yearly progress	Schools make adequate yearly progress	Schools make adequate yearly progress

Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004 Indicators	2005 Indicators	2006 Indicators	2007 Indicators	2008 Indicators
						<ul style="list-style-type: none"> ▪ Region Directors ▪ PD surveys, interviews, and questionnaires by administrators and teachers ▪ Website information ▪ Work plans 					
C	Ensure parents will be informed and trained as potential participants in school reform activities in their local districts	Region Leadership Teams	Project Management Team	1. Monitor region work plan activities to guarantee opportunities for parents to be informed and trained as potential participants in school reform activities in their local districts occur.	October 2004 and on-going	<ul style="list-style-type: none"> ▪ Region Directors ▪ PD surveys, interviews, and questionnaires of teachers ▪ Website information ▪ Work plans 	Increased involvement by parents in school reform activities in their local districts	Continued and increased involvement by parents in school reform activities in their local districts	On-going	On-going	On-going

Goal 3: Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.

Strategy: Provide leadership and guidance to Regions in developing and utilizing partnerships and linkages within both the regions and overall programmatic activities enabling the system to grow in strength and quality. A comprehensive regional system of personnel development will be created through the leadership provided by the Project Management Team.											
Correlate	Outcomes	Intended Audience	Persons Responsible	Activities	Timeline	Documentation	2003-2004-2005 Indicators	2005-2006 Indicators	2006 Indicators	2007 Indicators	2008 Indicators
D	<p>Ensure a variety of perspectives are brought to bear in the planning and coordination of the CSPD, evidenced by the distribution and requirements contained within competitive RFPs for regional grants.</p> <p>Ensure regions coordinate, plan, disseminate training opportunities for parents, educators, paraprofessionals, and early intervention providers.</p> <p>Ensure PMT Leadership Team continuously recruits stake-holders with various experiences to support logistical operations of the regions.</p> <p>Ensure regions will begin construction of a comprehensive program for interagency collaboration with tribal programs and agencies.</p>	<p>School Districts</p> <p>Region Leadership Teams</p>	Project Management Team	<ol style="list-style-type: none"> 1. Distribute competitive RFPs according to state policy requiring a competitive process if more than a single source is available. 2. Disseminate information regarding best practices via the state website. 3. A clearinghouse via internet link will indicate all professional development activities transpiring in and across regions. 4. Disseminate state and national resources via the state website and lines to "DDN 4 Learning", "What Works Clearing House", and K-8 ACCESS". 5. Pursue dialogue and communicate with Native American Education Coordinator. 	October 2003-ongoing	<ul style="list-style-type: none"> ▪ Chronology of events ▪ Agendas and minutes ▪ Interviews with Management Team and Region Directors ▪ Website information ▪ Annual report ▪ Surveys and questionnaires 	RFPs received and awarded	RFPs received And awarded	SIG Project activities continued across the state with collaborative evaluation	SIG Project activities continued across the state with collaborative evaluation	SIG Project activities continued across the state with collaborative evaluation

